

PELHAM ROAD ELEMENTARY

100 All Star Way
Greenville, South Carolina 29615

GRADES K-5 Elementary School

ENROLLMENT 631 Students

PRINCIPAL Nancy Brantley 864-281-1234

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	0	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

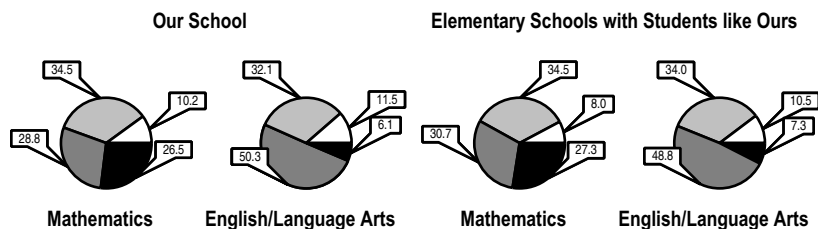
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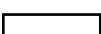
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	36	111	61
Percent satisfied with learning environment	100.0%	90.7%	96.7%
Percent satisfied with social and physical environment	100.0%	91.8%	91.7%
Percent satisfied with home-school relations	100.0%	90.0%	100.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	321	99.4	11.5	32.1	50.3	6.1	56.4	17.6
Gender								
Male	165	98.8	15.1	34.0	47.8	3.1	50.9	17.6
Female	156	100.0	7.8	30.1	52.9	9.2	62.1	17.6
Racial/Ethnic Group								
White	253	99.6	7.7	31.0	54.4	6.9	61.3	17.6
African-American	41	97.6	41.0	35.9	23.1	N/A	23.1	17.6
Asian/Pacific Islander	15	100.0	N/A	21.4	71.4	7.1	78.6	17.6
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	256	100.0	6.8	30.4	56.4	6.4	62.8	17.6
Disabled	65	96.9	30.6	38.7	25.8	4.8	30.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	321	99.4	11.5	32.1	50.3	6.1	56.4	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	320	99.4	11.6	31.8	50.5	6.1	56.6	17.6
Socio-Economic Status								
Subsidized meals	41	95.1	41.7	41.7	13.9	2.8	16.7	17.6
Full-pay meals	280	100.0	7.6	30.8	55.1	6.5	61.6	17.6

Mathematics								
All students	321	100.0	10.2	34.5	28.8	26.5	55.3	15.5
Gender								
Male	165	100.0	10.6	33.1	29.4	26.9	56.3	15.5
Female	156	100.0	9.8	35.9	28.1	26.1	54.2	15.5
Racial/Ethnic Group								
White	253	100.0	6.0	34.3	30.6	29.0	59.7	15.5
African-American	41	100.0	35.0	37.5	17.5	10.0	27.5	15.5
Asian/Pacific Islander	15	100.0	N/A	21.4	35.7	42.9	78.6	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	256	100.0	6.8	32.8	31.6	28.8	60.4	15.5
Disabled	65	100.0	23.8	41.3	17.5	17.5	34.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	321	100.0	10.2	34.5	28.8	26.5	55.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	320	100.0	10.3	34.3	28.8	26.6	55.4	15.5
Socio-Economic Status								
Subsidized meals	41	100.0	35.1	40.5	16.2	8.1	24.3	15.5
Full-pay meals	280	100.0	6.9	33.7	30.4	29.0	59.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	104	N/A	9.7	24.3	55.3	10.7	66.0
	Grade 4	115	N/A	6.1	34.2	53.5	6.1	59.6
	Grade 5	107	N/A	20.2	32.7	42.3	4.8	47.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	103	99.0	8.0	25.0	55.0	12.0	67.0
	Grade 4	104	100.0	14.9	22.8	56.4	5.9	62.4
	Grade 5	114	99.1	11.7	46.8	40.5	0.9	41.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	104	N/A	10.7	40.8	16.5	32.0	48.5
	Grade 4	115	N/A	13.0	34.8	23.5	28.7	52.2
	Grade 5	107	N/A	16.0	36.8	33.0	14.2	47.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	103	100.0	5.9	32.7	29.7	31.7	61.4
	Grade 4	104	100.0	14.9	29.7	24.8	30.7	55.4
	Grade 5	114	100.0	9.9	40.5	31.5	18.0	49.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 631)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.4%	Down from 2.0%	1.2%	2.4%
Attendance rate	97.0%	Down from 97.3%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	44.0%	Up from 43.3%	42.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.3%	Down from 9.7%	4.7%	8.0%
Older than usual for grade	0.5%	Up from 0.2%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	54.1%	Up from 52.5%	54.1%	50.0%
Continuing contract teachers	94.6%	Up from 92.5%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.5%	Down from 89.6%	88.5%	86.2%
Teacher attendance rate	98.2%	No change	96.0%	95.3%
Average teacher salary	\$43,018	Up 3.3%	\$40,378	\$39,909
Prof. development days/teacher	9.8 days	Down from 11.1 days	10.1 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	21.2 to 1	Up from 20.8 to 1	20.0 to 1	18.9 to 1
Prime instructional time	94.6%	Down from 95.2%	91.7%	89.7%
Dollars spent per pupil*	\$5,342	Up 5.8%	\$5,633	\$5,892
Percent spent on teacher salaries*	70.1%	Up from 69.7%	70.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pelham Road Elementary, a unique blend of traditional studies and technology, is always "open" to the communities it represents. Because of the outstanding diversity of our communities representing thirty-two countries and nineteen languages spoken in our homes, we are definitely "a place called school." The team effort of our staff, parents, and other community helpers make it work to help ALL of our children learn. Our vision is to work cooperatively to help all children develop the skills needed to become lifelong learners. "United We Stand" has been our motto this year. With the help of our corporate sponsor, Hanover Mortgage, our Town Council hosted FIRST FRIDAY every month for the purpose of building unity within the student body by giving back to our communities through community service projects. Our students and staff gave gifts and a party to our local fire department, adopted a child in Haiti, and contributed \$4,000 to the "Make- A-Wish Foundation" for a little boy with a brain tumor. After-school-enrichment clubs - Author's Clubs, Puppeteers, Math Club, National Junior Beta Club, along with Math Super Stars, Accelerated Readers, and SEEDS, provided activities that complemented our District's Education Plan by enhancing the critical thinking skills and the communication and writing skills of our students. All students and teachers had the opportunity to improve their writing skills with a part-time writing consultant who taught in every classroom as well as conducted in-service training for our teachers. Our first and second graders needing that extra push in reading were tutored by a part-time reading aide. The ELA, Math and technology programs were also strengthened by the continuation of a part-time technology coordinator and the addition of a full-time Instructional Coach who both proved to be valuable resources for our students and teachers. These consultants were provided by monies from our ACT 135 funds.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.